DOCUMENT RESUME

ED 397 000 SP 036 663

AUTHOR	Hollins, Etta R., Ed.
TITLE	Transforming Curriculum for a Culturally Diverse Society.
REPORT NO	ISBN-0-8058-8033-X
PUB DATE	96
NOTE	298p.
AVAILABLE FROM	Lawrence Erlbaum Associates, Inc., 10 Industrial Avenue, Mahwah, NJ 07430.
PUB TYPE	Books (010) -- Collected Works - General (020) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	American Indians; Blacks; Case Studies; Cultural Awareness; Cultural Differences; *Cultural Pluralism; *Curriculum Design; *Curriculum Development; Curriculum Problems; Educational Objectives; Educational Trends; Elementary Secondary Education; Ethnic Groups; Graduate Study; Higher Education; Minority Groups; *Multicultural Education; *Role of Education; Social Class; Student Evaluation; Values
IDENTIFIERS	*Diversity Concept

ABSTRACT

This book is primarily designed for graduate courses in curriculum development and theory, and aims to assist practitioners in facilitating the shift in public school curriculum to accommodate large-scale trends toward a more culturally diverse society. In Part 1, the ideologies and values that form the basis of school practices are examined from several different perspectives. After an introductory chapter by Etta Hollins, chapters include "Fundamental Considerations: The Deep Meaning of Native American Schooling, 1880-1900" (David Wallace Adams), "Multiculturalism and an Overarching Framework of Values: Some Educational Responses for Ethnically Plural Societies" (Jerzy Smolicz), and "Multicultural Education: For Freedom's Sake" (James A. Banks). Part 2 focuses on specific issues surrounding curriculum planning, and includes "The Practical 4: Something for Curriculum Professors to Do" (Joseph J. Schwab), "Dialogue: Schwab's 'Practical 4' and Its Corroboration in Recent History" (Henrietta Schwartz), and "Curriculum In and Out of Context" (Catherine Cornbleth). In Part 3, the authors introduce curriculum differentiation based on culture and social class. Chapters include: "Lessons (in Identity) Learned From the Competing Curriculum: Some Thoughts" (Curtis Branch); "Social Class and the Hidden Curriculum of Work" (Jean Anyon); "Toward a Culturally Based Pedagogy: A Case Study of One Yup'ik Eskimo Teacher" (Jerry Lipska); and "Welcome to My House: African American and European American Students' Responses to Virginia Hamilton's 'House of Dies Drear'" (Linda A. Spears-Bunton). A final section reviews the practices and functions of assessment and evaluation in "Performance-Based Assessment and Educational Equity" (Linda Darling-Hammond) and "Social Evaluation of Curriculum" (Michael W. Apple and Landon E. Beyer). (Individual chapters contain references.) (PB)